

The Effect of Professional Certification and Competence toward Lecturer Performance in Bekasi, Indonesia

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The Effect of Professional Certification and Competence toward Lecturer Performance in Bekasi, Indonesia

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Abstract: The purpose of this study is to analyze the effect of certification and professional competence in improving lecturer performance, both partially and simultaneously. This research involved 37 lecturers who taught at the University located in Bekasi. The research was conducted by distributing research instruments through Google forms in several Lecturer Associations. The analytical method used is multiple regression, testing the closeness of the relationship between variables with correlation analysis and testing the hypothesis with the t test and F test. The results of the study show that, certification significantly influences lecturer performance improvement. At present, evaluations of lecturer performance are only based on the implementation of "Tridarma", and certification allowances will be given if "Tridarma" is implemented and reported. While the competence to improving the lecturer performance is less significant, because sometimes, lecturers do not get a real impact of the competence increasing that they done. The results of this study can be a references for stakeholders both the University and the Ministry and Lecturer Associations to more focus in increasing appreciation for the achievement of lecturers' performance and competence.

Keywords: Profesional certification, Competency, Performance, Lectures, Bekasi-Indonesia.

I. Introduction

Education is one of human rights, so getting proper education is the right of every human being [1][2]. The success of the state in opening access to education for its people is one measure of the success of sustainable development set in the country. Education is included in the service sector, where service quality is the spearhead of the success of a series of university knowledge delivery processes to

students [3]. This makes the Lecturer position as a key factor in ensuring the quality of learners and the quality of education in the future [4].

Human Resources is an issue that is very much related to discussions on improving the quality of Education. In improving the quality of education, it requires human beings who have high competence, motivation and dedication to jointly advance the world of education [5]. One measure of good and bad

quality of teaching staff is to measure the level of lecturer performance. In general, lecturers' performance in Indonesia is measured based on the implementation of "Tridarma". Many things can affect lecturers' performance, including motivation, competence, work environment, regulations, communication patterns, leadership and others

A very popular issue in the past 10 years in Indonesia is the Professional Certification of Lecturers. Each Lecturer is required to have a Lecturer Certification. The government continues to strive to improve the quality of education, one of which is the certification of lecturers and teachers. This certification is stipulated in "Undang-undang", No. 14, 2005, article 45; concerning Teachers and Lecturers. This law states that "Lecturers are required to have academic qualifications, competencies, certificates of educators, be healthy physically and spiritually, and fulfill other qualifications required by the higher education unit on duty, and have the ability to realize national education goals".

It then becomes interesting that lecturer certification holders will get a certification allowance, provided that the lecturer implements and reports "Tridarma" activities, namely; Implementation of teaching, research and publications, community service and additional components for self-development.

To produce good performance, it must be accompanied by an increase in Human Resources competencies as executors, in this case Lecturers. The fact that is often raised in the communication between lecturers is the absence of standard rules on standardization of rewards for increasing lecturer competence. And this goes down to the University's policy, where each University interprets different things about the value of appreciation for increasing competence. This difference is then interesting to study further.

Seeing the dynamics that are quite volatile in an effort to improve the performance of lecturers, and see the latest issues, the researchers limit the problem only to the variable of professional certification and variable competence to be associated with improving lecturer performance.

II. OPERATIONAL VARIABLES

The certification, definition [6] explains that certification (certification) is the process of granting certificates to professionals with their abilities and skills and being recognized by the state. Certification Indicator. In the Republic of Indonesia's Minister of National Education No. 18/2007 concerning Certification of Instructors in Position, portfolio components include:

- a. Academic Qualifications.
- b. Education and Training.
- c. Teaching Experience.
- d. Learning Planning and Implementation.
- e. Assessment of Bosses and Supervisors.
- f. Academic Achievement
- g. Professional Development Works.
- h. Participation in Scientific Forums.

Competency, competency variable is divided into four dimensions, then each dimension has its own indicators as follows [7]. Pedagogical Competence. Pedagogical competence is the ability of lecturers to manage students (students). Where lecturers as educators and instructors are able to design learning, how to convey information and knowledge to students, and are able to conduct evaluations and assessments, which include:

- a. Understanding of insight or educational foundation;
- b. Understanding of students;
- c. Development of curriculum / syllabus;
- d. Learning design;
- e. Implementation of learning that is educational and dialogic;
- f. Evaluation of learning outcomes; and
- g. Development of students to actualize various potential ones

There is three clacification of competence, its named personality competence, social competence and professional competence.

Personality Competence. Ethical competencies related to daily activities. How to say, behave, and how to dress. As instructors and educators lecturers must maintain their behavior and deeds to set an example for their students. In detail, the sub-competencies can be described as follows [8],

- a. Acting in accordance with legal norms and social norms;
- b. displaying independence in acting as educators and having a work ethic
- c. display actions based on the use of students, universities and the community and show openness in thinking and acting.
- d. Behave that has a positive effect on students and has a respected behavior
- e. act in accordance with religious norms (faith and piety, honest and sincere, like to help), and have a behavior that is emulated by students.
- f. have the ability to introspect, and be able to develop their potential optimally.

Social Competence, the ability to interact socially with students, colleagues, employees and the community to support education. The indicators include:

- a. Empathy (empathy)
- b. Be positive about other people,
- c. Have a positive attitude towards yourself,
- d. Genuine (authenticity)
- e. Goal oriented

Professional Competence. The ability to master material broadly and deeply. Where the lecturer is not only skilled in designing research, but also able to develop and apply the results of his research in the community [9]. The indicators include:

- a) Concepts, structures, and methods of science / technology / art that shelter / coherent with teaching material;
- b) Teaching material that is in the school curriculum;
- c) Relationship of concepts between related

subjects;

- d) Application of scientific concepts in daily life; and
- e) Professional competition in a global context while preserving national values and culture.

Performance, a condition where the ability of a lecturer in carrying out the learning process through the classroom and being accountable to his students by trying to display an act or ability with the aim of improving their learning achievement is called Performance [10][11]. Lecturer Performance Indicators [12][13], revealed that there are at least eight factors that affect teacher performance. The eight factors include:

- a. Personality.
- b. teaching skills.
- c. Communication skills.
- d. Skills relating to the community
- e. Discipline
- f. Welfare.
- g. Work Culture
- h. Teacher Professional Development

Based on the operationalization of these variables, this study has the following hypotheses:

H1: There is an influence of certification (X1) on the performance of Lecturer (Y)

H2: There is an influence of competence (X2) on the performance of Lecturers (Y).

H3: Simultaneously, certification (X1) and competence (X2) has affect the performance of the Lecturer (Y)

III. RESEARCH METHODE

The study involved 37 lecturers who taught on campuses around the city of Bekasi. Accidental research by spreading research instruments through Google forms in several Lecturer Associations. The respondent criteria are lecturers who already have Professional Certification (in this case Lecturer Certification). The analytical method used is multiple regression, testing the closeness of the relationship between variables with correlation

analysis and testing the hypothesis with the t test and F test.

IV. RESULT

The research instrument is distributed to lecturers who teach at universities in Bekasi, through Google forms distributed by several Lecturer Associations. 37 replies were collected and then repacked to find out the respondent's profile, the recapitulation results are presented in Table 1.

Tabel 1. Profil Responses

Gender	Male	19
	Female	28
Educational Background	Bachelor	0
	Master	29
	Doctor	8
Age	<30 years old	13
	31 – 48 years old	19
	49 – 65	5

Sources : Data processed, 2019

Based on the recapitulation, it appears that the majority of respondents are women (75.7%). The level of education shows that the majority are Masters educated (78.4%), none have a Bachelor's education, this is in accordance with the minimum requirements of a Masters-educated lecturer, and there is still a minimum of Doctor-educated. Associated with the age of the majority aged 31-48 (50.5%). This profile shows that, the majority of lecturers are still in their productive age, so they do not experience difficulties in carrying out the task of "Tridarma".

Based on the validity test of each questionnaire with the value of r table; with an alpha value of 5%, the r table value is 0.3203. While the critical value of each r is greater than the r table (table 2, table 3 and table 4), thus it can be concluded that all questionnaires are valid. Reliability decision making with Cronbach Alpha statistical test of a variable is determined by comparing the value of r alpha with a value of 0.60 [14], in the research the value of Cronbach Alpha is 0.83. It was concluded that the research instrument was reliable for use in research.

Table 2. Test the validity of the certification variable

No	r-critical value	r table	Expalination
1	0,420	0,3203	Valid
2	0,390	0,3203	Valid
3	0,421	0,3203	Valid
4	0,387	0,3203	Valid
5	0,611	0,3203	Valid
6	0,570	0,3203	Valid
7	0,383	0,3203	Valid
8	0,581	0,3203	Valid

Table 3. Test the validity of competency variables

No	r-critical value	r table	Expalination
1	0,421	0,3203	Valid
2	0,571	0,3203	Valid
3	0,501	0,3203	Valid
4	0,610	0,3203	Valid
5	0,489	0,3203	Valid
6	0,579	0,3203	Valid
7	0,621	0,3203	Valid
8	0,376	0,3203	Valid
9	0,387	0,3203	Valid
10	0,611	0,3203	Valid
11	0,352	0,3203	Valid
12	0,533	0,3203	Valid
13	0,445	0,3203	Valid
14	0,378	0,3203	Valid
15	0,389	0,3203	Valid
16	0,421	0,3203	Valid
17	0,390	0,3203	Valid
18	0,421	0,3203	Valid
19	0,500	0,3203	Valid
20	0,371	0,3203	Valid
21	0,609	0,3203	Valid
22	0,398	0,3203	Valid
23	0,458	0,3203	Valid
24	0,471	0,3203	Valid
25	0,601	0,3203	Valid

Table 4. Test the validity of performance variables

No	r-critical value	r table	Expalination
1	0,355	0,3203	Valid
2	0,456	0,3203	Valid
3	0,429	0,3203	Valid
4	0,394	0,3203	Valid
5	0,401	0,3203	Valid
6	0,591	0,3203	Valid
7	0,571	0,3203	Valid
8	0,602	0,3203	Valid

Sources : Data processed, 2019

After the research instrument is declared valid and reliable, then the next procedure is to test the normality, homogeneity and linearity as a testing tool and determine the next analysis method.

Normality test is a prerequisite test that must be performed before multiple correlation analysis.

Normality testing is carried out on each variable that aims to determine whether the data used in the study are normally distributed or not. Test the normality of data in this study using calculations namely the Kolmogorov Smirnov test (K-S test). Test criteria are the data distribution is declared normal, on the contrary if the significance value <0.05 then H_0 is rejected or the data distribution is declared abnormal [15][16]. Asymp. Sig. (2-tailed)) in Table 4.5 shows that $X_1 = 0.207$; $X_2 = 0.112$ and $Y = 0.204$ (table 5). This means that the significance value of each variable > 0.05 , then the data from each of these variables are normally distributed.

Table 5. Normality test

One-Sample Kolmogorov-Smirnov Test			
	X1	X2	Y
Asymp. Sig. (2-tailed)	0,207	0,112	0,204

Sources : Data processed, 2019

Homogeneity test is intended to show that two or more sample data groups come from populations that have the same variance. Homogeneity test in this study uses the Homogeneity of Variance Test. The testing criteria is if the significance value is <0.05 , then the distribution of data does not originate from populations that have the same variance [17]. The significance value for Y with X_1 is 0.132 (> 0.05) and the significance value for Y with X_2 is 0.104 (> 0.05) (table 6). So it can be concluded that all data have the same variation (homogeneous). By referring to the normality of the data and the homogeneity of the data, the data can be processed using the parametric statistical method.

Table 6. Homogeneity test

Test of Homogeneity of Variances	
X1	0,132
X2	0,104

Sources : Data processed, 2019

Linearity test is said to be linear if the results of Test of Linearity > 0.05 . Based on the results of the study, the significance value between Y and X_1 was 0.334 (> 0.05) and the significance value between Y and X_2 of 0.106 (> 0.05) (table 7). Based on the results of these calculations the data have a linear

relationship, then further researchers can use the multiple linear regression equation.

Table 7. Linearity test

Table ANOVA	
	Sig.
X1	0,334
X2	0,106

Sources : Data processed, 2019

Based on the results of calculations on the assumption test (tests of normality, homogeneity and linearity), the study continued with further data analysis, namely multiple linear regression. The multiple linear regression equation that results from data processing can be seen in the following table 8,

Table 8. Output of regression and hypothesis test

Coefficients					
	Model	Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant)	6,172	2,951	2,021	,001
	Certification	,532	,195	3,123	,000
	Competency	,291	,112	1,726	,054

a. Dependent Variable : Performance

Sources ; data processed, 2019

Regression equation is

$$Y' = 6.048 + 0.423 X_1 + 0.298 X_2$$

The equation shows that the influence of Certification (X_1) is greater than the effect of competence (X_2) on the performance of Lecturers (Y). So from these two independent variables, namely certification and competence, the step that needs to be taken by the University is to increase the number of Lecturers who are declared eligible to take certification and provide debriefing for Lecturers to pass the certification examination and then proceed to provide activities to improve Lecturer competence can provide better teaching. T test results for the certification variable (X_1) obtained the value of t critical $3.123 > t$ table (2,021), t test results can be concluded that the certification

variable (X1) give the significant influences to improve the performance (Y). So the form of testing the hypothesis is H_a is accepted and H_o is rejected. T test results for the competency variable (X2) obtained t critical value $1.726 > t_{table} (2.021)$ so that the results of the t test can be concluded that the competency variable (X2) give insignificant influences to improve the performance (Y). So the form of testing the hypothesis is H_o is accepted and H_a is rejected.

The test results are the F count shows a value of 13,443. So critical F value is $13,443 > F_{table} 3,52$ then simultaneously of the certification variable (X1) and competency (X2) give the significant affect to improve the performance variable (Y). The results of this F test it can be concluded that certification and competence together affect the performance of the Lecturer, so that the form of hypothesis testing is H_a accepted.

V. CONCLUSION

Existing circumstances obtained by researchers; both obtained from observations and interviews prior to the disclosure of the questionnaire, researchers see that so far the lecturer has only oriented to the benefits derived from reporting "Tridarma" as the certification holder's obligation. But there is still no awareness that increasing competency as an individual is a must. This is in line with the results of recapitulation and processing of research data that certification has a significant effect on performance, but competence has no significant effect on performance. Research results can be a reference for stakeholders; Lecturers, Government, Universities and Lecturers Association, so that the focus in improving performance, especially makes Lecturers understand, that increasing self competence as individuals can provide more value for Lecturers as individuals.

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